



THE ROLE OF VOCABULARY PROFICIENCY IN ENHANCING ACADEMIC PERFORMANCE AMONG GRADE 11 LEARNERS IN THE MATATAG CURRICULUM

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ABSTRACT

This study investigates the role of vocabulary proficiency in shaping the academic performance of Grade 11 learners within the context of the Matatag Curriculum. With vocabulary serving as a foundational skill for reading comprehension, written communication, classroom participation, and overall learning engagement, the research examines how limitations in vocabulary impact learners' academic success. Using descriptive study, data were collected from 30 Grade 11 students through survey questionnaires and analyzed using statistical techniques. The findings reveal a strong positive correlation between vocabulary proficiency and academic performance, highlighting significant challenges in word selection, reading comprehension, and classroom engagement. These results underscore the need for targeted vocabulary enhancement interventions to improve learners' academic outcomes and foster greater participation. The study concludes with recommendations for integrating structured vocabulary development programs, collaborative activities, and technology-enhanced learning into the curriculum to address identified gaps and support student success.

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Keywords: *Vocabulary Proficiency, Academic Performance, MATATAG Curriculum, Grade 11*

Learners, Vocabulary Enhancement Programs

CONTEXT AND RATIONALE

Vocabulary proficiency is a cornerstone of academic success, significantly influencing students' ability to comprehend reading materials, articulate ideas in writing, participate in classroom discussions, and engage with the curriculum. Within the context of the Matatag Curriculum—a student-centered approach emphasizing foundational skills—vocabulary acquisition challenges present significant barriers to learners' academic achievement. These barriers include difficulty in word selection, low reading comprehension, limited written communication skills, and reluctance to participate in discussions, all hindering active engagement and overall academic growth.

Recent studies have increasingly highlighted the importance of vocabulary knowledge in enhancing language skills and academic performance across various subjects. For instance, according to Alghbary (2020), limited vocabulary is a major obstacle that hampers students' ability to access complex academic texts yet affects their comprehension and engagement. This impact is particularly critical in contexts like the Matatag Curriculum, where content integration and multi-disciplinary learning require strong vocabulary foundations to facilitate meaningful engagement across subjects.

Furthermore, Orosco and O'Connor (2019) emphasize the role of targeted vocabulary instruction as a crucial intervention for improving reading outcomes, especially for students

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from linguistically diverse backgrounds. The Matatag Curriculum's emphasis on inclusivity requires innovative vocabulary teaching strategies to ensure all students can fully participate, regardless of their starting proficiency levels.

A study by Lin and Yu (2021) further supports the idea that vocabulary development contributes to improved classroom engagement. They argue that students with a richer vocabulary are more likely to engage in classroom activities, including discussions and collaborative learning. In this way, expanding learners' vocabulary enhances their individual learning experience and positively affects the overall classroom dynamics.

Scott and Thompson (2022) examined the connection between vocabulary proficiency and writing skills among senior high school learners. Their findings indicated that students with more extensive vocabularies produced written assignments with greater depth and clarity. This aligns well with the current research, which aims to investigate similar correlations within the Grade 11 population. Learners' challenges in expressing themselves are often rooted in limited vocabulary, which impacts their ability to articulate complex ideas and produce high-quality written work.

Khadka (2023) highlights the importance of integrating technology-enhanced vocabulary learning tools to bridge gaps in vocabulary acquisition. The Matatag Curriculum aims to incorporate 21st-century skills, and using digital tools to enhance vocabulary learning can foster engagement and academic performance. Leveraging educational technology can make vocabulary acquisition more interactive and accessible, helping learners overcome their reluctance to engage in vocabularybuilding exercises.

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This research focuses on Grade 11 learners in a Senior High School in Carmen, investigating how their vocabulary proficiency correlates with their academic performance. It explores the impact of vocabulary skills on various academic dimensions, including reading comprehension, written communication, classroom participation, and motivation to expand vocabulary. Building on existing studies that underscore the relationship between vocabulary knowledge and academic achievement, such as those by Stahl and Nagy (2006), Zimmerman (2014), Alghbary (2020), Orosco and O'Connor (2019), Lin and Yu (2021), Scott and Thompson (2022), and Khadka (2023), this study aims to contextualize these findings within the unique framework of the Matatag Curriculum.

The research seeks to provide valuable insights for educators, curriculum developers, and policymakers by addressing these issues. The study aims to identify gaps in vocabulary instruction and offer practical recommendations for improving learners' academic outcomes through targeted interventions. This research contributes to a deeper understanding of how enhanced vocabulary proficiency can equip learners with the tools to thrive across multiple subjects, fostering a supportive and inclusive educational environment.

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INNOVATION, INTERVENTION, AND STRATEGY

Project SPARK: Strengthening Proficiency and Achievement through Relevant Knowledge

Rationale

Vocabulary plays a critical role in academic success. Yet, this study highlights a gap in learners' motivation and willingness to expand their vocabulary, as evidenced by the lowest mean score among critical indicators. Without motivation, even the best teaching strategies and resources may fail to yield meaningful results. This lack of engagement can hinder progress in reading comprehension, written communication, and classroom participation. To address this, **Project S.P.A.R.K.** (Strengthening Proficiency and Achievement through Relevant Knowledge) is designed to ignite enthusiasm for vocabulary learning. The project aims to boost learners' intrinsic and extrinsic motivation through gamified learning, collaborative activities, and parental involvement, ensuring vocabulary enhancement becomes an engaging and integral part of their academic journey.

Goal

To enhance the motivation and willingness of Grade 11 learners to improve their vocabulary, thereby supporting their academic performance across all dimensions of the Matatag Curriculum.

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Intervention Plan

Objectives	Activities	Timeline	Persons Involved	Budget (in peso)	Desired Outcome
Foster motivation for vocabulary enhancement	Launch a gamified vocabulary challenge with rewards for top performers	January 2025	Teachers, Learners, Counselors	5,000	Increased learner participation and enthusiasm for vocabulary tasks
Integrate vocabulary learning into everyday classroom tasks	Include word-of-the-day activities and discussions during regular lessons	February 2025	Subject Teachers	2,000	Daily engagement in vocabulary learning
Provide accessible and engaging vocabulary resources	Distribute digital and printed vocabulary guides, and recommend educational apps	March 2025	Teachers, Parents	3,000	Availability of engaging tools for learners
Encourage collaborative learning	Organize teambased activities such as crossword puzzles, debates, and word-building games	April 2025	English Department, Student Leaders	4,000	Enhanced peer collaboration in vocabulary development

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Promote parental involvement in vocabulary growth	Implement home-based challenges such as a "Word Jar" activity and weekly family discussions	May 2025	Parents, Homeroom Teachers	2,500	Active parental support in learners' vocabulary growth
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Evaluation and Monitoring

Assessment: Regular vocabulary quizzes and participation tracking will be conducted bi-monthly to measure improvement in engagement and learning outcomes.

Monitoring: Progress will be monitored through teacher observations, student feedback surveys, and comparing pre- and post-intervention scores on vocabulary proficiency tests.

Success Indicators: A 20% increase in motivation levels (measured via student self-assessment surveys) and an improvement in vocabulary quiz scores by at least 15% within one academic year.

ACTION RESEARCH QUESTIONS

This study investigates the role of vocabulary proficiency in enhancing the academic performance of Grade 11 learners within the Matatag Curriculum in the Senior High School in Carmen. By exploring how vocabulary skills influence critical aspects of learning such as word selection, reading comprehension, written communication, classroom participation,

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and motivation, the research aims to uncover the extent of their impact on academic outcomes.

Specifically, it seeks to answer the following questions:

1. What role does vocabulary proficiency play in enhancing academic performance among Grade 11 learners in the Matatag Curriculum in terms of the following indicators?
 - a. Difficulty in Word Selection
 - b. Impact on Reading Comprehension
 - c. Impact on Written Communication
 - d. Classroom Participation and Vocabulary
 - e. Motivation and Willingness to Learn Vocabulary
2. To what extent is there a significant correlation among the five indicators (Difficulty in Word Selection, Impact on Reading Comprehension, Written Communication, Classroom Participation, and Motivation and Willingness to Learn Vocabulary) about academic performance?
3. What intervention program can be proposed to address the challenges in motivation and willingness to learn vocabulary based on the study's findings?

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ACTION RESEARCH METHODS

A. Participants/Sources of Data and Information

The primary participants in this action research were randomly selected. Convenience sampling was employed to select participants; other sources of data and information include academic performance data and relevant documents contributing to a comprehensive understanding of the educational context.

B. Data Gathering Methods

Survey questionnaires were used to gather data efficiently and effectively from Grade 11 learners. Surveys will broadly represent students' perspectives and experiences regarding vocabulary proficiency and its impact on their academic performance.

The survey questionnaires will be distributed to the Grade 11 learners at their convenience, such as during a class or designated study period. Participants will be given clear instructions on how to complete the questionnaire and will have the opportunity to ask any questions they may have. Participation in the survey will be voluntary, and confidentiality and anonymity of the participants will be ensured.

The data obtained through the survey questionnaires will be analyzed using appropriate statistical techniques.

C. Research Design

The descriptive research design was adopted for this specific study. Descriptive research design is a type of research that seeks to depict the characteristics or conditions of a phenomenon without manipulating variables or seeking to establish cause-and-effect

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relationships. Instead, it focuses on providing a detailed and accurate account of the current state of affairs. This approach is beneficial when the researcher aims to describe a population, group, or phenomenon and understand its characteristics.

Descriptive statistics will be used to summarize and present the demographic characteristics and responses of the participants. Correlation analysis may also be conducted to examine the relationship between vocabulary proficiency and academic performance and gain insights into its structure or behavior.

DISCUSSION OF RESULTS AND REFLECTION

The results of the study "The Role of Vocabulary Proficiency in Enhancing Academic Performance Among Grade 11 Learners: The Matatag Curriculum" provide a comprehensive insight into the intricate relationship between vocabulary proficiency and various indicators of academic success. This discussion explores the key findings, interprets their implications, and examines the broader significance of the research. By analyzing the data collected through a mixed-methods approach, the study uncovers patterns, relationships, and subtleties that contribute to a deeper understanding of how vocabulary proficiency shapes the academic experiences of Grade 11 students.

Table. Range, Verbal Descriptors, and Interpretations of Data

Range	Verbal Descriptors	Interpretation
3.26 – 4.00	Strongly Agree	Most Effective
2.51 – 3.25	Agree	More Effective

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1.76 – 2.50	Disagree	Less Effective
1.00 – 1.75	Strongly Disagree	Not Effective at all

The range in Table 1 is calculated using the formula: $\text{Range} = (\text{Highest Value} - \text{Lowest Value}) / \text{Highest Value}$. In this context, the computed range is 0.75, derived by subtracting the lowest value of 1.00 from the highest value of 4.00 and then dividing by 4.00. The data is organized into four distinct ranges, each associated with verbal descriptors and corresponding interpretations. For responses falling within the range of 3.26 to 4.00, participants are labeled as "Strongly Agree," indicating as Most Effective perception. Responses within 2.50 to 3.25 are categorized as "Agree," reflecting a practical standpoint. In the range of 1.76 to 2.50, responses are labeled as "Disagree," suggesting a Less Effective outlook. Lastly, responses within the scope of 1.00 to 1.75 are designated as "Strongly Disagree," signifying that participants perceive the statements as 'not Effective at All'. This systematic categorization, facilitated by the calculated range, provides a structured understanding of participant sentiments, allowing for a nuanced interpretation of the degree of agreement or disagreement across the presented statements.

Table 1: Mean, Verbal Description and Interpretation on the Difficulty in Word Selection

Statements	Mean	Verbal Description	Interpretation
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I often struggle to find appropriate words when composing written assignments.	3.6	Strongly Agree	Most Effective
Limited vocabulary hinders my ability to express ideas precisely in writing.	3.8	Strongly Agree	Most Effective
Finding synonyms for common words is challenging for me.	3.7	Strongly Agree	Most Effective
My vocabulary limitations impact the diversity of words used in my writing.	3.6	Strongly Agree	Most Effective
Expanding my vocabulary would likely improve my word choices in writing.	3.5	Strongly Agree	Most Effective
Overall Mean	3.64	Strongly Agree	Most Effective

The data underscored the significant impact of vocabulary limitations on students' writing abilities, as reflected by an overall mean of 3.64. Respondents strongly agreed that they experienced difficulties in selecting appropriate words (3.6), expressing ideas precisely due to limited vocabulary (3.8), and finding synonyms to enhance their writing (3.7). Furthermore, students acknowledged that these limitations reduced the diversity of words in their assignments (3.6) and believed that expanding their vocabulary would improve their word choices (3.5). These results highlighted a need for targeted vocabulary instruction

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emphasizing practical applications, such as synonym usage, contextual understanding, and word diversity in written tasks.

Addressing these challenges was critical to improving students' confidence and effectiveness in written communication. By implementing vocabulary-focused strategies, educators could equip learners with the tools to overcome these obstacles, fostering better academic outcomes and stronger self-expression.

Table 2: Mean, Verbal Description and Interpretation on the Impact on Reading Comprehension

Statements	Mean	Verbal Description	Interpretation
I find it easier to comprehend reading materials when I have a strong vocabulary.	3.6	Strongly Agree	Most Effective
Limited vocabulary makes it challenging for me to understand complex texts.	3.5	Strongly Agree	Most Effective
A broad vocabulary enhances my ability to extract meaning from written content.	3.5	Strongly Agree	Most Effective

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Vocabulary competence contributes significantly to my reading comprehension skills.	3.5	Strongly Agree	Most Effective
I believe students with better vocabulary skills excel in reading-related tasks.	3.6	Strongly Agree	Most Effective
Overall Mean	3.6	Strongly Agree	Most Effective

The data revealed a strong consensus among respondents regarding the importance of vocabulary proficiency in reading comprehension, with an overall mean of 3.6 and a "Strongly Agree" verbal description. Students strongly believed that a strong vocabulary made it easier to comprehend reading materials (3.6) and that limited vocabulary challenged their ability to understand complex texts (3.5). They also agreed that a broad vocabulary enhanced their ability to derive meaning from written content (3.5) and significantly contributed to their reading comprehension skills (3.5). Respondents perceived that students with better vocabulary skills excelled in reading-related tasks (3.6). These findings underscored the essential role of vocabulary in facilitating adequate reading comprehension and engagement. To address the challenges highlighted, educators should implement strategies that expand students' vocabulary, mainly focusing on understanding complex texts and extracting deeper meaning. Enhancing vocabulary skills would ultimately support improved academic performance and reading proficiency.

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Table 3: Mean, Verbal Description and Interpretation on the Impact on Written Communication

Statements	Mean	Verbal Description	Interpretation
Limited vocabulary negatively affects the clarity of my written assignments.	3.4	Strongly Agree	Most Effective
I feel more confident expressing ideas in writing when I have a strong vocabulary.	3.8	Strongly Agree	Most Effective
A richer vocabulary enhances the quality of my written communication.	3.7	Strongly Agree	Most Effective
I struggle to articulate my thoughts in writing when my vocabulary is limited.	3.5	Strongly Agree	Most Effective
Improving my vocabulary would likely enhance the overall effectiveness of my written communication.	3.5	Strongly Agree	Most Effective
Overall Mean	3.58	Strongly Agree	Most Effective

The data underscored the critical role of vocabulary proficiency in enhancing written communication, with an overall mean of 3.58 and a "Strongly Agree" verbal description. Respondents strongly agreed that limited vocabulary negatively affected the clarity of their written assignments (3.4). They expressed increased confidence in writing when possessing a strong vocabulary (3.8) and acknowledged that a richer vocabulary enhanced

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the quality of their written communication (3.7). Furthermore, students strongly agreed that vocabulary limitations hindered their ability to articulate thoughts effectively (3.5) and believed that improving vocabulary would enhance their written communication's effectiveness (3.5). These findings highlight the significant influence of vocabulary on clarity, confidence, and quality in writing. To address these challenges, educators must implement focused strategies, such as enriching vocabulary through practical activities and contextual applications, to support learners in achieving clearer, more effective written communication.

Table 4: Mean and Verbal Description and Interpretation on the Classroom Participation and Vocabulary

Statements	Mean	Verbal Description	Interpretation
I feel more confident participating in class discussions with a stronger vocabulary.	3.6	Strongly Agree	Most Effective
Limited vocabulary sometimes hinders my active participation in classroom activities.	3.6	Strongly Agree	Most Effective
Students with better vocabulary skills tend to contribute more meaningfully in class.	3.5	Strongly Agree	Most Effective
I believe vocabulary competence positively influences classroom engagement.	3.5	Strongly Agree	Most Effective

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Improved vocabulary would likely lead to increased participation and interaction in class.	3.4	Strongly Agree	Most Effective
Overall Mean	3.52	Strongly Agree	Most Effective

The data emphasized the significant impact of vocabulary proficiency on classroom participation, with an overall mean of 3.52 and a “Strongly Agree” verbal description. Respondents strongly agreed that having a stronger vocabulary boosted their confidence in participating in class discussions (3.6) and that limited vocabulary sometimes hindered their active engagement (3.6). They also acknowledged that students with better vocabulary skills tended to contribute more meaningfully in class (3.5) and that vocabulary competence positively influenced classroom engagement (3.5). Respondents believed that improving their vocabulary would increase class participation and interaction (3.4). These findings underscore the critical role of vocabulary in fostering confidence and meaningful engagement in classroom activities. To address these challenges, educators should integrate vocabulary building strategies, such as discussion-based learning and interactive word games, to enhance students’ confidence and participation in a dynamic classroom environment.

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Table 5: Mean, Verbal Description and Interpretation on the Motivation and Willingness to learn Vocabulary

Statements	Mean	Verbal Description	Interpretation
I am motivated to improve my vocabulary for academic success.	3.5	Strongly Agree	Most Effective
The awareness of the impact of vocabulary on educational attainment motivates me to seek improvement.	3.4	Strongly Agree	Most Effective
I believe enhancing my vocabulary is a worthwhile investment for my academic journey.	3.5	Strongly Agree	Most Effective
I actively seek opportunities to expand my vocabulary for better educational outcomes.	3.6	Strongly Agree	Most Effective
I would be interested in resources or activities to improve my vocabulary for academic purposes.	3.4	Strongly Agree	Most Effective
Overall Mean	3.48	Strongly Agree	Most Effective

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The data revealed that students demonstrated strong motivation to improve their vocabulary for academic success, with an overall mean of **3.48** and a “Strongly Agree” verbal description. Respondents strongly agreed that they were motivated to enhance their vocabulary to achieve better academic outcomes (**3.5**) and that their awareness of vocabulary’s impact on educational attainment encouraged them to seek improvement (**3.4**). They also perceived vocabulary enhancement as a valuable investment in their academic journey (**3.5**) and actively sought opportunities to expand their vocabulary for improved educational results (**3.6**). They expressed interest in engaging with resources and activities designed to improve vocabulary for academic purposes (**3.4**). These findings highlight the importance of fostering students’ intrinsic motivation through targeted strategies, such as providing access to engaging vocabulary resources and creating meaningful learning opportunities, to support their academic growth and reinforce their commitment to vocabulary development.

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Table 6: Correlation Matrix of Vocabulary Proficiency Indicators and Their

Interrelationships

	<i>Difficulty in Word Selection</i>	<i>Impact on Reading Comprehension</i>	<i>Impact on Written Communication</i>	<i>Classroom Participation and Vocabulary</i>	<i>Motivation and Willingness to learn Vocabulary</i>
Difficulty in Word Selection	1.00				
Impact on Reading Comprehension	-0.72	1.00			
Impact on Written Communication	0.85	-0.72	1.00		
Classroom Participation and Vocabulary	0.68	-0.22	0.22	1.00	
Motivation and Willingness to learn Vocabulary	<u>-0.16</u>	<u>-0.33</u>	<u>-0.40</u>	<u>0.07</u>	<u>1</u>

The data highlighted significant interconnections among the five indicators, with Difficulty in Word Selection showing a strong positive correlation with Written Communication (0.85) and a moderate positive relationship with Classroom Participation (0.68). This suggested that challenges in word selection strongly influenced written expression and classroom engagement. Conversely, the Impact on Reading Comprehension exhibited strong negative correlations with Difficulty in Word Selection and Written Communication (-0.72), emphasizing that vocabulary limitations hindered comprehension and writing proficiency. Notably, Motivation and Willingness to Learn Vocabulary had weak or negative correlations with other indicators, particularly Written

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Communication (-0.40), indicating reduced motivation among students who struggled with vocabulary-related tasks. These findings reflected the need for targeted interventions that addressed vocabulary challenges while boosting motivation. By linking vocabulary improvement to practical outcomes, such as enhanced writing and classroom participation, educators could foster students' confidence and encourage proactive engagement with vocabulary development.

DISSEMINATION PLAN

The dissemination plan for this action research aims to effectively communicate the findings and recommendations to a diverse audience, including educators, parents, and the broader school community. The research insights will reach key stakeholders who can implement and support the proposed interventions by utilizing multiple platforms such as Learning Action Cell (LAC) sessions, research forums, faculty meetings, and social media. The plan emphasizes engaging and interactive dissemination methods to ensure the study's outcomes are understood, appreciated, and acted upon, ultimately fostering a collaborative effort to enhance vocabulary proficiency and academic performance among Grade 11 learners in the Matatag Curriculum.

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Medium of Dissemination	Activities	Audience	Persons Involved	Time Frame
Learning Action Cell (LAC) Session	Presentation of research findings and proposed interventions	Faculty members and school administrators	Researcher, Department Heads, Teachers	January 2025
PTA Meeting	Presenting the research findings and recommendations in layman's terms	Parents and guardians of Grade 11 learners	Researcher, Principal, Homeroom Teachers	February 2025
Faculty Meeting	Discussing key findings and action plan implementation	All faculty members	Researcher, Principal	February 2025
Social Media Platforms	Sharing infographics and summarized findings	Wider school community, stakeholders	Researcher, ICT Coordinator	February 2025
Posters and Brochures	Creating visually appealing materials summarizing findings and recommendations	Students, parents, and visitors	Researcher, Visual Design Team	February 2025
INSET (In-Service Training for Teacher)	Conducting a workshop on implementing vocabulary strategies	Teachers and school staff	Researcher, Training Facilitators	Every November

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FINANCIAL REPORT

This report presents a detailed breakdown of recent office supply expenditures to support operational efficiency. The total expenditure amounted to PHP 10,000.00, covering essential items such as bond paper, printer ink, an external hard drive, and general office supplies like pens and glue. Acquiring these items is crucial for maintaining the continuity and productivity of our office tasks, ensuring that all necessary resources are readily available to meet operational demands effectively.

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL (in pesos)
A4 size Bond paper (Substance 20)	1 box	1,500.00	1,500.00
Legal size Bond paper (Substance 20)	3 reams	900.00	900.00
Load Globe		1,500.00	1,500.00
External Hard Drive	1 terabyte	3,000.00	3,500.00
Printer ink (Epson L121)	1 set (4 colors)	350.00	1,600.00
Ballpen 0.5 (Flex Stick)	1 box black 1 box red	100.00	200.00
Chalk	3 boxes	100.00	300.00
Dong- A sign pen (0.4) black	4 pcs.	50.00	200.00
Elmers Glue (50 ml)	2	100.00	200.00
Paper Fastener	1 box	100.00	100.00
TOTAL			10,000.00

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